DOCUMENT RESUME

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IDENTIFIERS	Texas

ABSTRACT

The document is a summarized final report of the Multi-County Assessment of Adult Needs Project (MAP) which took place in central Texas (Bosque, Falls, Hill, and McLennan Counties). It summarizes the major activities and accomplishments of the project and contains all materials except Attachments 1 and 2, the reports on Phase I (Survey of Adult Needs) and Phase II (Assessment of Business and Industry Needs) of MAP. Attachment 3 is a summary of the survey findings. Two items of correspondence regarding the project comprise Attachments 4 and 5. Attachment 6 contains the MAP mailing list. A fourth quarter report combined with an independent evaluation of the project are presented in Attachment 7 as well as the agenda and a list of participants in a dissemination conference. News reports about the project are included in Attachments 8 and 9. A final overall evaluation report of the project is discussed in two parts: summary of quarterly reports and evaluation of accomplishments toward original project objectives. Accomplishments singled out for mention are: (1) utilizing older adults as survey team members, (2) demonstrating the use of a new approach to sampling, (3) obtaining input from potential users before developing the questionnaire, and (4) determining the questionable validity of commonly-held assumptions. (EC)

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OCT 30 1975

McLENNAN COMMUNITY COLLEGE * WACO, TEXAS 76708

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ED115743

TO: Ms. Myrna G. Hugi
Education Program Specialist
Program Services Branch, DAE
U.S. Office of Education, DHEW
Washington, D.C. 20202

FROM: Chester R. Hastings
Vice-President, Program Development

SUBJ: Submission of Final Project Report

1. PROJECT NO. V0094VA 2. GRANT NO. OEG-0-74-1764

3. PROJECT TITLE: Multi-County Assessment of Adult Needs

4. GRANTEE: McLennan Community College

5. PROJECT DIRECTOR: Dr. Chester R. Hastings

6. PERIOD COVERED: From 07-01-74 to 06-30-75

7. Accomplishments During This Period (01-01-75 - 06-30-75)

(Accomplishments during the first six months of this project were reported in the Mid-Year Project Report.)

Two major and one summary published products were produced and disseminated during the second six months of this project:

1. Phase I, Survey of Adults, Multi-County Assessment of Adult Needs Project

This is a 198 page document (8½" x 11") that contains purposes, background and procedures related to a survey in which 743 randomly selected adults were asked 89 questions supportive of eight broad objectives aimed at measuring the need for educational/training programs and in determining the perceived obstacles to attending these programs. The sampling and interviewing procedures are described with the questionnaire and training manual being included in the appendices. The tabulated

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data, by question and by 23 demographic sub-groups is included in the appendices so that each agency/industry can interpret this in light of their own knowledge/need.

An interpretation and a summary of the findings of the survey are included in the body of the report.

2. Phase II, Business and Industry, Multi-County Assessment of Needs Project

This is a 90-page document (8½"x11") that contains the background procedures and analysis related to a survey of key executives/administrators in 127 different industries/agencies.

The appendices contain a listing of the businesses, industries and agencies contacted, the survey instrument, code manual and the tabulated responses to the survey (see attachment 2).

3. Summary: Survey of Adults--Business and Industry, Multi-County Assessment of Adult Needs Project

This is a 16 panel (4"x8½") folded brochure that summarizes the highlights of the findings of Phase I and Phase II--"a popularized version" (see attachment 3).

Five hundred copies of the Phase I and the Phase II publications and 2,500 copies of the Summary have been produced.

Mr. James Parker, the present Project Officer for the MAP, received copies of each of these reports.

8. Major Activities and Events

The major activities of the last six months of this project have been:

a. The interviewing of 127 executives and managers

b. The tabulation of the data from Phase I and II

c. The analysis of the data from Phase I and II

d. The preparation of the Phase I, Phase II and Summary reports

e. Dissemination activities

9. Problems

One of the objectives of the original proposal was to inventory and publish the extant adult education and training programs located within the four-county area. A substantial amount of this information was collected, but

it was decided by the project staff that the publication of this information was not worth the time, effort and expenditure because of the static and fluid nature of many of the training/educational programs, e.g., the advent of CETA and the demise of MDTA and other programs.

Another objective of the project, if a second year's funding had been effected, was to construct a model adult education cooperative. A second year of funding was not sought because of the displacement of the funding source from OE to the Texas Education Agency and the desire of the project staff to seek more stable employment. The model Cooperative is still a viable potential development through regular funding sources.

These minor problems and solutions were related by telephone and later explicated by letter (see attachment 4) to the project officer, Mr. Gene Sullivan, and received his approval by a letter dated June 18, 1975 (see attachment 5).

10. Publicity

Most of the publicity related to this project occurred during the first six months and was included in the mid-year report.

Newspaper stories appeared in the Waco Tribune-Herald on June 12 and June 13, 1975, as a result of the dissemination conference held on the MCC campus on May 29, 1975. Copies are included in the evaluation report in Attachment 9.

A news story appeared in the September 16, 1975, edition of the Waco Tribune-Herald as a result of a presentation by Dr. Chester Hastings to the board of the Economic Opportunities Advancement Corporation on September 15 (see attachment 8).

Dissemination activities will continue for the next several weeks and months so publicity will continue also.

11. Dissemination Activities

Two telephonic conversations have been held with Mr. James Parker, Project Officer, relative to suggested recipients of the published products of this project. Attachment 6 lists individuals and agencies to whom complete copies of the Phase I and Phase II reports have been sent.

One hundred copies of the Summary Report have been sent to Mr. James Parker; one hundred fifty copies were sent to the Texas Education Agency; copies are being sent to each of the school board members of the 40 school districts encompassed in this study; copies will be sent to each elected city/county official in the area studied, etc.

The remaining copies of these reports will be retained in the Office of Program Development at McLennan Community College and distributed upon request. As of this date, September 26, copies are being requested on a daily basis.

A special dissemination conference related to the focus and findings of this project was held on the campus of McLennan Community College on May 29, 1975. Specific information about this conference can be found in Attachment 7 .

12. Evaluation

An independent evaluation of the project was conducted by Dr. Seaman and Dr. Fellenz, Department of Adult Education, College of Education, Texas A & M University. They evaluated the project on an ongoing basis. Their final evaluation is appended as Attachment 7 .

13. Additional Implications and Findings

(1) This project demonstrated a great potential use of senior citizens as team members of surveys utilizing oral interviews.

(2) In cooperation with the Community Assessment Lab a somewhat new technique was utilized to obtain a representative population sample.

(3) Content validity of the adult survey was enhanced by obtaining input from potential data users.

(4) The Business/Industry survey data should cause educators to reconsider and examine presently held assumptions, e.g., in most cases business/industry require high school graduation or equivalency as a criteria for employment.

Hopefully, this narrative, the HEW 601 T final report and the attachments represent the successful conclusion to an interesting and worthwhile endeavor. Please let me know if I can be of further service.

Chester R. Hastings
Vice-President, Program Development

PS: The HEW 601 T final report follows this memo.

FINANCIAL STATUS REPORT

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT: U. S. Office of Education - Adult Education Divi

3. NAME AND ADDRESS OF GRANTEE ORGANIZATION:
McLennan Community College
1400 College Drive
Waco, Texas 76708

4. EMPLOYER IDENTIFICATION NO.: 74-1541260

5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.: 218

6. F

8. PROJECT PERIOD (Month, Day, Year): FROM 07 01 74 TO 06 30 75

9. F

10. STATUS OF FUNDS	PROGRAMS - FUNCTIONS - ACTIVITIES (1)	(2)	(3)	(4)	(5)
a. Total outlays previously reported	27,543.00				
b. Total program outlays this period	35,155.00				
c. LESS: Program income credits	-0-				
d. Net program outlays this period	35,155.00				
e. Total program outlays to date	62,698.00				
f. LESS: Non-Federal share of program outlays	8,382.00				
g. Total Federal share of program outlays	54,316.00				
h. Total unpaid obligations					
i. LESS: Non-Federal share of unpaid obligations					
j. Federal share of unpaid obligations					
k. Total Federal share of outlays and unpaid obligations	54,316.00				
l. Total Federal funds authorized	66,335.00				
m. Unobligated balance of Federal funds	12,019.00				

11. INDIRECT EXPENSE: a. TYPE OF RATE (Mark box)

- ☐ PROVISIONAL
- ☐ FINAL
- ☐ PREDETERMINED
- ☒ FIXED

b. RATE: 8% of Salaries

c. BASE: 36,772.41

d. TOTAL AMOUNT: 2,941.78

e. FEDERAL SHARE: 2,941.78

12. REMARKS (Attach additional sheets if necessary)

7

13. Certification - mplete and rant award da

NAME: Chester R.
Vice Pres.

SIGNATURE OF

OMB NO.

1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT	2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.
U. S. Office of Education - Adult Education Division	OEG-0-74-1764

4. EMPLOYER IDENTIFICATION NO.	5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.	6. FINAL REPORT	7. BASIS OF REPORT
74-1541260	218	[X] YES [ ] NO	[X] CASH [ ] ACCRUED EXPENDITURES

8. PROJECT PERIOD (Month, Day, Year)	9. REPORT PERIOD (Month, Day, Year)
FROM 07 01 74 TO 06 30 75	FROM 01 01 75 TO 06 30 [illegible]

PROGRAMS - FUNCTIONS - ACTIVITIES

	(3)	(4)	(5)	(6)	TOTAL
					27,543.00
					35,155.00
					-0-
					35,155.00
					62,698.00
					8,382.00
					54,316.00
					54,316.00
					66,335.00
					12,019.00

REMARKS (Attach additional sheets if necessary)

7

13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.

NAME AND TITLE	TELEPHONE (AREA CODE / NUMBER / EXT.)
Chester R. Hastings Vice Pres., Program Dev.	817 / 756-6551 / 205

SIGNATURE OF AUTHORIZED OFFICIAL

Chester R Hastings

8

DATE REPORT IS SUBMITTED

9/26/75

Overview

This publication contains the *summarized* highlights of the findings of the Adult Education Needs Assessment Survey and the Business and Industry Survey, components of the Multi-County Assessment of Adult Needs Project, funded by the U. S. Office of Education (Adult Education) as a Special Experimental Demonstration Project (No. V0094VA) and conducted by McLennan Community College, July 1, 1974-June 30, 1975.

The opinions expressed herein do not necessarily reflect the position or policies of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

The basic thrust of this research was to ascertain what the adult citizenry and business/industry felt and perceived their education and training needs to be and the obstacles perceived that prevented the fulfilling of these needs.

Within the counties of Bosque, Falls, Hill and McLennan, a total of 743 adults age 15 and older was randomly selected and interviewed, employing a multi-stage cluster sampling process. Additionally, a key person within 127 businesses/institutions/industries was interviewed.

Your organization, whatever its mission or type, should find this information of interest and utility. The validity of the sampling procedure was accurate to a degree that will allow generalizations to the total population and to several population sub-groups.

PHASE I: Survey of Adults

Eight broad objectives were identified for the survey by a process which provided input from a variety of community agencies and institutions. Each objective generated questions designed to collect the specific information desired, generating a total of 89 questions. A summation by objective follows:

1 Area Residents' Knowledge of Educational Opportunities

ADULT EDUCATION PROGRAMS AVAILABLE

The majority knew of the five types of programs available—ranging from 72.8% for GED to 58.8% for personal living skills. However about one-third of all respondents either were not sure or believed the five types of programs to be unavailable. Slightly more than two-thirds knew where the nearest program was offered. *In each program, the unskilled, undereducated, racial minorities, retirees and rural residents were the least knowledgeable about program availability.*

PROGRAM COSTS

A sizeable majority of respondents lacked specific knowledge about tuition charges and program costs. Approximately three-fourths thought there was a charge for enrolling in ABE programs.

FINANCIAL AID

More than one-half of the participants rated financial aid opportunities average to good, youth 15-17 and students were most optimistic and the rural, undereducated, and brown minorities the least optimistic.

CONTACTS FOR INFORMATION

Over 80% reported they knew whom to contact, if they were interested in enrolling in an educational program—about one-third of retirees, undereducated, unskilled and rural residents did not know.

ENROLLMENT REQUIREMENTS

About one-fourth (27.7%) thought a birth certificate was required, and 21.5% believed a high school diploma was required to enroll in an adult education program.

2 Perception of the Extent/ Adequacy of Adult Education/ Training

Overall, it appears that those who have attended adult education programs (18.8%)

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HS graduates we

3 Attitudes/ Education

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OCCUPATIONAL

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ADULT EDUCAT

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have had quite positive experiences (85%). Local institutions are doing a good job (70.7%) of meeting the needs for adult education, and these programs are rated good to excellent by 51.8% of the respondents.

The *best* opportunities are available for those desiring college degree programs, while occupational job training programs were deemed the *least available* and should be expanded. Adult Basic Education programs were the second choice for expansion.

Perception of the extent and adequacy of programs seemed to be directly related to the number and geographic proximity of these programs and to the people they were designed to serve (ABE and GED): Rural areas, minorities, unskilled, poor and non-HS graduates were less positive.

3 Attitudes/Values Toward Education/Training

A series of questions was asked to determine respondents' attitudes toward: education in general, adult education and occupational training, and financial support of educational programs.

Education is valued by a clear majority (77.7%) as the most important factor in improving the area. There was no significant variation among sub-groups on this item. However, opinion was about equally divided on whether one learns more from experience than in schools.

OCCUPATIONAL TRAINING

It was generally agreed (68%) that good jobs require more than a high school diploma, and that occupational training is *not* designed for people with less intelligence (65.5%).

ADULT EDUCATION

The overall reputation of adult education programs is satisfactory or better (72.3%), and the respondents (72.7%) judged students completing these programs to be above average in competence. A significant percentage of certain sub-groups, who might benefit from these programs, felt that adult education programs were created for those who failed in the normal educational channels.

FINANCIAL SUPPORT

Respondents overwhelmingly agreed (90.2%) on the wisdom of educational investments. They thought (56.9%) that the public and not students should absorb increased educational costs, but a significant 30 percent indicated that the students should pay these costs.

4 Major Information Sources and Most Effective Means of Disseminating Information

A. SOURCES OF INFORMATION ABOUT LOCAL MATTERS

36.2%	local newspapers
33.5%	TV news
16.6%	conversations with friends and neighbors
10.0%	radio
2.7%	organizations to which you belong
0.8%	no response

Newspapers were relied upon by the more highly educated and those in more professional occupations. TV news was preferred by the racial minorities, retirees, those without high school diploma and ages 15-17.

B. SOURCES OF INFORMATION ABOUT ADULT EDUCATION PROGRAMS

48.2%	local newspapers
18.3%	TV
16.2%	no information seen heard
8.7%	radio
8.5%	don't recall source
0.1%	no response

C. SUGGESTED INFORMATION CHANNELS

Interviewees were evenly divided between television and newspaper advertising as to the best way to inform the public with sub-groups response congruent to 4A above.

5 Various and Po... Attenda...

A. The ten to... ing the ma... courses pr...

68.1% *Time* ... siona... skillo... empl...

67.2% *Teac*... fessio...

58.7% *Cost* ... skille...

45.0% *Geog*... tirea...

44.8% *Enrol*... (rura... work... gradu...

43.7% *Enjoy*... (rural...

43.1% *Discri*... *Mino*... empl...

41.3% *Repu*... (rural...

36.9% *Publi*... (rural... ploma...

34.3% *Lengt*... retire... ploma...

*The sub-group... factors of gre... groups.

B. The top fiv... ceived to ... enrollment...

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Cost ...

Geographical...

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Teachers lack...

5 Various Enrollment Factors and Possible Obstacles to Attendance

A. The ten top factors, by rank order, affecting the making of decisions to enroll in courses programs were:

68.1% *Time of day offered** (rural, professionals, parents, skilled and semi-skilled workers, veterans and unemployed)

67.2% *Teacher qualifications* (rural, professional, youth 15-17)

58.7% *Cost* (rural, young adults 18-25, unskilled workers)

45.0% *Geographical Proximity* (rural, retirees, no high school diplomas)

44.8% *Enrollment Suggested by Employer* (rural, skilled, and semi-skilled, workers, potential students, college graduates)

43.7% *Enjoyability of Course/Program* (rural, potential students)

43.1% *Discriminatory Attitudes Toward Minority Groups* (rural, blacks, unemployed, veterans)

41.3% *Reputation/Prestige of School* (rural, youth 15-17)

36.9% *Public Transportation Availability* (rural, retirees, no high school diploma, blacks, brown, unskilled)

34.3% *Length of Program in Weeks* (rural, retirees, blacks, no high school diploma)

*The sub-groups in parentheses considered these factors of greater importance than other sub-groups.

B. The top five factors, by rank order, perceived to be the "biggest" obstacles to enrollment in courses/programs were:

Time of day offered	39.0%
Cost	36.5%
Geographical proximity	31.4%
Discriminatory attitudes toward minority groups	20.3%
Teachers lack qualifications	10.1%

6 Potential Students and Their Characteristics

A. POTENTIAL STUDENTS

About *20 percent* of the total sample, age 15+, indicated that they were potential clients for post-secondary/adult education programs.

Sub-Groups With Interest in Enrollment

57.2%	age 15-17
54.1%	students
34.7%	age 18-25
32.1%	professionals/semi-pro.
30.7%	brown
26.4%	unemployed
24.1%	black
17.5%	no HS diploma
15.5%	unskilled
4.9%	retirees

B. JOB SATISFACTION

Nearly *one-half (46.8%)* reported the desire to change jobs, if given the opportunity.

Sub-Groups With Most Job Dissatisfaction

unskilled workers	75.9%
Vietnam veterans	61.6%
brown	57.7%
black	55.7%
potential students	55.5%

C. PERSONAL LIVING SKILLS

65.3% of the total sample expressed a need to better manage personal life situations, household finance and family relations. Over 70% of these sub-populations expressed this need: potential students, young adults (18-25), parents, blacks, brown, unskilled workers, and rural residents.

D. HOBBY/LEISURE SKILLS

Over 65% of the total sample expressed interest in learning a new hobby or leisure time skill with the strongest interest coming from potential students, youth 15-17, college graduates, and rural residents.

7 Interest in S... Education/Tra...

A. ABE PROGRAMS

Approximately *on...* was interested in ... high school level ... being the most po... lege prep, English ... (ESL) and basic lite...

Over one-half of th... expressed an inte... grams: youth age ... black, brown, poo... dents of Falls Coun...

B. From five general ... programs/activities ... asked to name th... ... to them:

... ormal wor... ...nars* (co... ...tional, une...

18.2% Occupational... led, veterans ... age 18-25)

16.3% Personal life ... tirees, brow... females)

14.7% College cred... clients, youth ... 18-25, veterai... professionals)

11.8% Comprehens... (brown, unsk... potential clie...

13.4% No response

C. Depending upon th... respondents wer... specific questions ... terests:

1. College Credit Cou...

The most interest ... social service fie... work, ministry) ... economics fields ... schedules that all...

7 Interest in Specific Kinds of Education/Training

A. ABE PROGRAMS

Approximately *one-third* of the sample was interested in some type of less than high school level education with GED being the most popular, followed by college prep, English as a second language (ESL) and basic literacy programs.

Over one-half of the following sub-groups expressed an interest in ABE-type programs: youth age 15-17, no HS diploma, black, brown, poor, unskilled, and residents of Falls County.

B. From five general types of educational programs/activities, each respondent was asked to name the one of greatest interest to them.

15.6% Informal workshops/special interest seminars* (college grads, rural, professional, unemployed, retirees)

18.2% Occupational skills training (unskilled, veterans, unemployed, males, age 18-25)

16.1% Personal life skills (housewives, retirees, brown, no HS diploma, females)

14.7% College credit courses (potential clients, youth 15-17, young adults 18-25, veterans, college graduates, professionals)

11.8% Comprehensive career training (brown, unskilled, age 18-25, rural, potential clients)

13.4% No response (retirees)

C. Depending upon their choice in *B above*, respondents were then asked more specific questions concerning their interests:

1. College Credit Courses
The most interest was evidenced in the social service field (education, social work, ministry) with business and economics fields a close second. Class schedules that allow part-time employment were of interest to one-third of these respondents.

2. Career Specialization
Careers in the health fields (40.2%) were first choice with business the second choice (36.3%).

3. Job-Related Skills
The greatest concern was that a training program have up-to-date equipment followed by an interest in self-instruction. Respondents were more interested in instruction on a campus rather than in their place of work and expressed little interest in televised courses.

4. Personal Living Skills
Home management skills provided the most interest* (housewives, rural residents, retirees, females, poor, brown) and improvement of basic communication skills was the second most frequent interest (blacks, unemployed, men, undereducated).

5. Special Interest Programs
The greatest interest was reported in craft instruction (women) and hobby skills (men) while the least interest was expressed for cultural presentations.

8 Learning Conditions Perceived To Be Effective/Important

TEACHER CHARACTERISTICS:

Make learning difficult (black, veterans, brown, rural, college grads) — 53.4%

Talk too much (age 15-17, brown, black, unskilled, no HS diploma, poor) — 36.7%

Local teachers are less effective (rural, retirees, black, age 15-17, brown) — 26.2%

THE EFFECTIVE INSTRUCTOR:

Believes in learning by doing (racial minorities, retirees, poor, unskilled, rural) — 49.7%

Has a friendly class atmosphere (age 15-17, unskilled, age 18-25, no HS diploma, poor)	21.9%
Is expert in subject matter (professionals, college grads, veterans, potential students)	12.3%
Lectures well	8.9%

THE EFFECTIVE CLASSROOM:

Is related to life	73.4%
Competition for grades helps (unemployed, retirees, unskilled, no HS diploma, black, poor)	59.5%

DESIRABLE CLASSROOM PRACTICES:

Frequent class discussion	30.0%
Stimulation of interest	22.6%
Practical "hands-on" experience	19.7%

PHASE II:
Business and Industry

A 33 question survey instrument was developed to identify employer needs in this four-county area. Business and agency executives from 127 widely differing business, manufacturing, and human service concerns were interviewed.

This component had two major purposes:

1. A systematic analysis of the employee-skill needs of business, industry, and agencies in the local area.
2. To relate the information gained to area educators so that programs, courses and services will be attuned to the user's perceptions and needs.

SOURCES OF NEW EMPLOYEES

Employers were asked how they obtained their employees. The leading scurces by rank order were:

walk-ins
private employment agencies
advertising
Texas Employment Commission
friends and relatives
colleges
other

HIRING PROBLEMS AND SOLUTIONS

The employers were requested to indicate the major problem in hiring new employees. The five major problems, in rank order, were:

not qualified	28.3%
lack of interest by employee	24.4%
no problem	11.0%
dependability-honesty	10.2%
job competition	6.3%

The employers were then asked an open-ended question as to how the hiring problem could be solved. In rank order they were:

don't know/n
increase train
revise welfare
motivation tra
pay higher w
improve econ
change in-ho

HIRI

Responses
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One-half of th
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don't know/no answer/no solution
increase training programs
revise welfare/unemployment programs
motivation training
pay higher wages
improve economy
change in-house hire practices

HIRING PRACTICES

Responses to minimum hiring age ranged from 16 to 25 years of age. Sixteen and seventeen were mentioned by 41.7% and eighteen was listed by 53.6% of the employers. An age range of 19-25 was indicated by 4.7% of the employers.

Males and females were hired by 94.5%. Those hiring males/females exclusively (5.5%) were in manufacturing categories.

Only 11% of the employers have a high school diploma or equivalent as an educational requisite for employment with their firm. When asked to express a desirable educational level for new employees, 65.4% suggested a high school diploma or equivalent; but 70% indicated they would continue to hire applicants without the high school diploma or equivalent.

An overwhelming majority of employers (83.5%) required no previous work experience of new employees. Approximately one year of experience was required by 10.2% and 1-3 years required by 4.7% of the interviewees.

No significant increase or decline in the total number of employees was projected through 1979.

Two-thirds of the employers had employee retirement plans, and 70% of these stated that new employees aged fifty-five and older would be eligible to participate.

ENTRANCE LEVEL WAGE

One-half of the executives/administrators interviewed considered a wage within the range of $330-$429 as a representative starting salary for a trained new employee with one-third naming a higher wage. Seventeen percent of the employers gave no estimate, for various reasons, causing this question to have the greatest refusal rate in the entire survey.

AVERAGE AGE OF EMPLOYEES

Employers were asked to estimate the average age of current employees. Over 80% indicated that the average age was between 30-50 years.

TRAINING

1. 50% indicated no problems in finding qualified employees.
2. 38.5% listed job categories in technical/mechanical areas as hard to fill.
3. 57% would send/encourage employees to attend convenient, needed training, and 38% would help with tuition expenses. 13% would neither lend encouragement nor help with expenses.
4. "After work hours" was considered the most convenient time for class from the employers viewpoint (42.5%).
5. About 30% of respondents considered local institutional training programs adequate, while 48.8% requested better technical programs.
6. The majority of local employers (78%) have on-the-job training programs with about half of these satisfied with their OJT, and the other half would prefer that their employees receive training in a college or technical school.
7. Approximately 80% of employers felt that specific training courses, taught by a vocational school/college, would benefit their firm. The three major training areas of interest were:

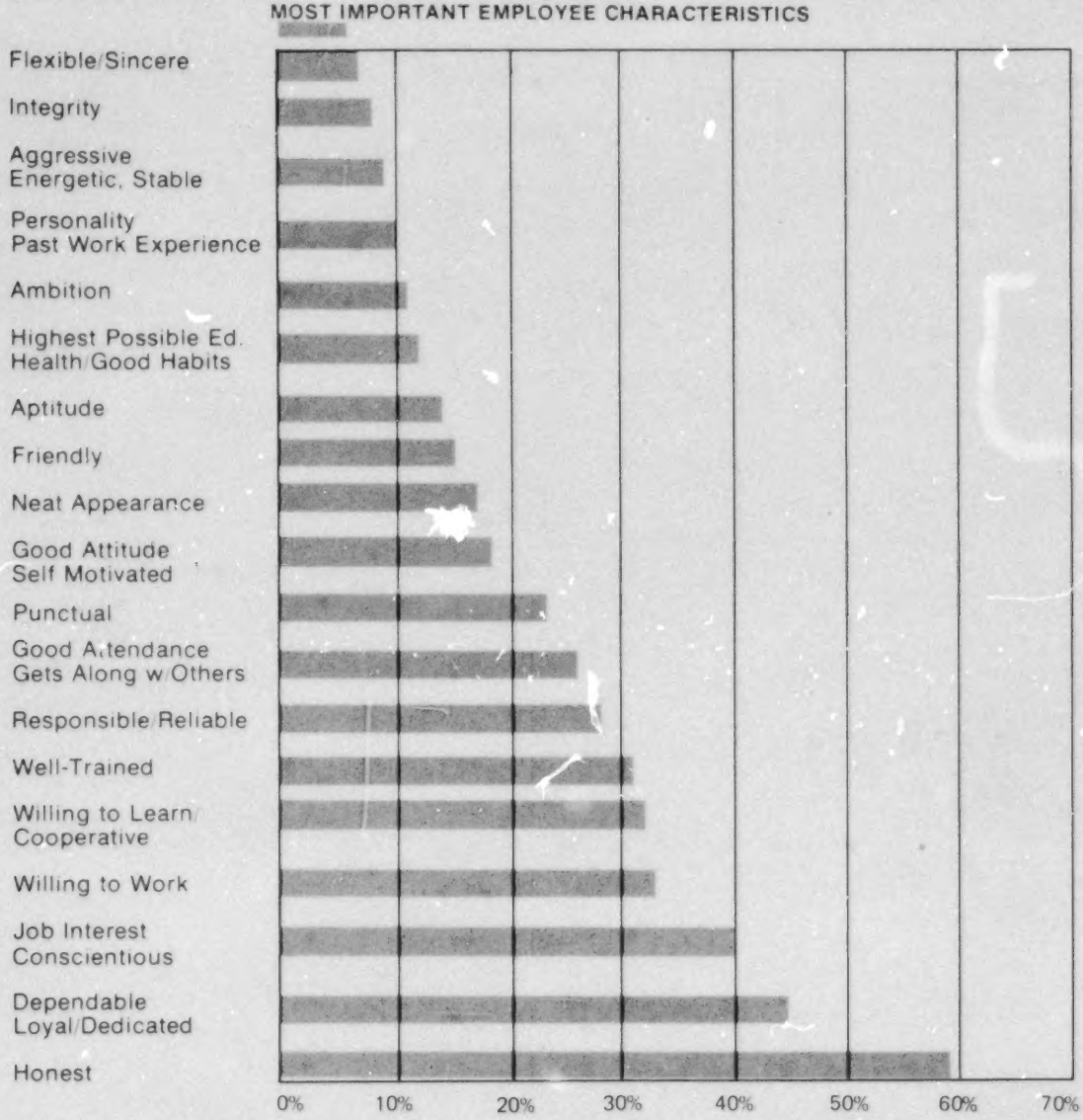
   technical/mechanical
   secretarial/office skills
   business/management

Employers w
good employee

Flexible/Sincere
Integrity
Aggressive
Energetic, Stabl
Personality
Past Work Expe
Ambition
Highest Possibl
Health/Good Ha
Aptitude
Friendly
Neat Appearan
Good Attitude
Self Motivated
Punctual
Good Attendan
Gets Along w/O
Responsible/Re
Well-Trained
Willing to Learn
Cooperative
Willing to Work
Job Interest
Conscientious
Dependable
Loyal/Dedicated
Honest

CHARACTERISTICS OF GOOD EMPLOYEE

Employers were asked to list the most important characteristics of what they considered to be a good employee.



ADDITION

1. This project de
tial use of sen
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2. In cooperation
sessment Lab a
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population sam
3. Content validit
enhanced by o
tial data users.
4. The Business l
cause educato
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in most cases
high school gr
a criteria for e

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COMP

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available fro
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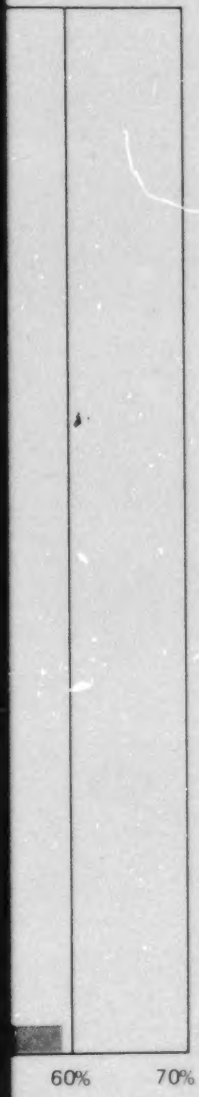
Community
Drive, Wa
756-6551.

sidered to be a



ADDITIONAL IMPLICATIONS

1. This project demonstrated a great potential use of senior citizens as team members of surveys utilizing oral interviews.
2. In cooperation with the Community Assessment Lab a somewhat new technique was utilized to obtain a representative population sample.
3. Content validity of the adult survey was enhanced by obtaining input from potential data users.
4. The Business/Industry survey data should cause educators to reconsider and examine presently held assumptions, e.g., in most cases business/industry require high school graduation or equivalency as a criteria for employment.

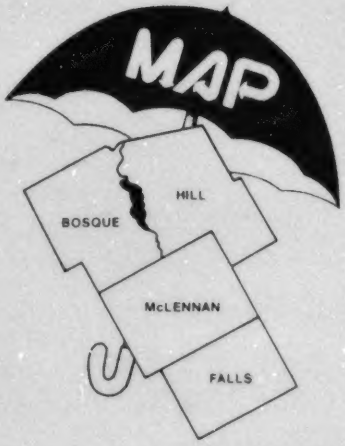
COPIES OF COMPLETE REPORTS

Limited copies of the full report are available from the Office of Program Development, McLennan Community College, 1400 College Drive, Waco, TX 76708, (817) 756-6551.

ATTACHMENT 3
Copy 6

MULTI-(ASSES Or ADULT NEEDS PROJECT

SUMMARY:



SURVEY OF ADULTS

BUSINESS & INDUSTRY

McLennan Community College
WACO, TEXAS

ATTACHMENT 4

McLENNAN COMMUNITY COLLEGE • WACO, TEXAS 76708

May 27, 1975

Mr. Eugene Sullivan, Program Specialist
Program Development Branch
U.S. Office of Education
Seventh & D Sts., SW
Washington, D.C. 20202

Dear Gene:

RE: Adult Education Special Experimental Demonstration Project #V0094VA entitled "Multi-County Assessment of Adult Needs" and funded for the period of July 1, 1974-June 30, 1975.

1. We have decided not to ask for an extension to this project nor for another year's funding. The most basic reason is that our Project Director, L G Ferguson, has completed his doctoral requirements, and the Asst. Project Director has completed a graduate degree and both are anxious to have a more stable employment situation.

It would have been advantageous to have had another year's funding so as to simplify and replicate the assessment system in other geographical areas of the State; but this is not too feasible, if the experience of your two principal investigators are not present and available.

2. The major product of the project has been the system developed (and the data collected) relating to the perceptions of adults relating to their felt and perceived needs for education and training and the obstacles they perceive as hindering the needs satisfaction. This product is in rough draft form and will contain some 150+ pages outlining the technical rationale, methodology, detailed findings by sub-group, training manual and analysis. The responses of 743 adults to 89 questions are included, plus detailed demographic data. This will be submitted as a part of the project's final report.

3. An ancillary 30+ page publication will also be submitted as part of the project's final report that deals with the education and training needs of 127 employers in this four-county region.

4. A small brochure-like publication will also be produced that highlights the findings of the adult assessment that may be of general interest and application.

5. Our original proposal indicated that we would inventory and publish the extant adult education and training programs located within the four-county area. We have collected a substantial amount of this information and have decided that this publication would not be worth the expenditure because of the static and fluid nature of many of these programs, e.g., the advent of CETA versus the old MDTA and other programs.

6. Building a model adult education cooperative was also envisioned in the scope of the original proposal, if a second year of funding had been effected. The idea is still viable, but it will be developed through the McLennan Community College Adult Education Cooperative which has just funded three local school districts with mini-grants for planning community education activities.

On Thursday, May 29, we will present our project findings to about 50 community and State educational agency representatives; and this will give an additional emphasis to a cooperative effort toward meeting the needs of our community.

7. Considerable savings were effected in personnel costs, as the Project Director and Assistant Project Director were paid less than projected; and part-time clerical and keypunch personnel were used much less than expected.

Subsequently, about $200 more was spent for consultants than anticipated; and the number and size publications and copies needed as a part of the first report will cost more than anticipated (additional postage will be needed to disseminate the findings.

8. With the above rationale and explanation, I would like to request your approval for the following internal budget changes:

6a. Personnel - Reduce by $5,000 from $47,775 to $42,775 - the in-kind contribution would stay the same.

The reductions would come from:

Reduce Project Director's salary from $18,000 to $17,000=	$1,000
Reduce Asst. Project Director's salary from $11,500 to $10,600=	$900
Reduce part-time clerical/keypunch from $5,000 to $1,900=	$3,100
TOTAL REDUCTION:	$5,000

6h. Other

Increase item for consultants (fees, travel) from $4,000 to $4,200=	$200
Increase item for communications (telephone and postage) from $800 to $1,200=	$400
Increase publication item from ($900+$2,198) $3,098 to $7,498=	$4,400
TOTAL INCREASE:	$5,000

Other budget items would remain the same for the present, and the best estimate now is that $5,000+ of the $66,335 in federal monies will be returned at the end of the project period.

Thank you so much for your kind attention, and please give me a call if you have any questions.

Sincerely,

Chester R. Hastings
Vice-President,
Program Development

CRH/ps

PS: We will miss you around D.C. and wish you well on your endeavors in Florida.

ATTACHMENT 5

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

June 18, 1975

Dr. Chester Hastings
Vice President, Program Development
McLennan Community College
Waco, Texas 76708

Dear Dr. Hastings:

I have reviewed your budget request and justification of May 27. Please consider the request approved as it is in the best interest of the government and the grant. The final expenditure report should reflect the manner in which the funds were expended.

Sincerely,

Gene Sullivan
Education Program Specialist
Division of Adult Education, PSB

ATTACHMENT 6

MAP Mailing List

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Hon. Lloyd Bentsen
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Hill
McLennan

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(Copy to President of each)

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Amarillo College
P.O.B. 447
Amarillo, TX 79178

Angelina College
P.O.B. 1768
Lufkin, TX 75901

Bee County College
Rt. 1
Beeville, TX 78102

Blinn College
902 College Av.
Brenham, TX 77833

Brazosport College
500 College Dr.
Lake Jackson, TX 77566

Cisco Jr. College
Rt. 3, Box 3
Cisco, TX 76437

Clarendon College
P.O.B. 968
Clarendon, TX 79226

Concordia Lutheran College
3400 N. Interregional Hwy.
Austin, TX 78705

Cooke County College
P.O.B. 815
Gainesville, TX 76240

Del Mar College
108 Baldwin
Corpus Christi, TX 78404

Eastfield College
3737 Motley Dr.
Mesquite, TX 75149

El Centro College
Main at Lamar
Dallas, TX 75202

El Paso Community College
6601 Dyer St.
El Paso, TX 79904

Frank Phillips College
Box 111
Borger, TX 79007

Galveston College
4015 Ave. Q
Galveston, TX 77550

Grayson County College
6101 Hwy. 691
Denison, TX 75020

Howard College at Big Spring
11th Place & Birdwell Ln.
Big Spring, TX 79720

Jacksonville College
P.O.B. 1747
Jacksonville, TX 75766

Kilgore College
1100 Broadway
Kilgore, TX 75662

Lee College
P.O. Drawer 818
Baytown, TX 77520

Lon Morris College
Jacksonville, TX 75766

Midland College
3600 N. Garfield
Midland, TX 79701

Mountain View College
4849 W. Illinois Av.
Dallas, TX 75211

North Harris County College
12620 North Freeway, Suite 320
Houston, TX 77037

Panola Junior College
Carthage, TX 75633

Paris Junior College
2400 Clarksville St.
Paris, TX 75460

Ranger Junior College
College Circle
Ranger, TX 76470

Richland College
12800 Abrams Rd.
Dallas, TX 75231

San Antonio Jr. College Dist.
1300 San Pedro Av.
San Antonio, TX 78212

San Jacinto College
8060 Spencer Hwy.
Pasadena, TX 77505

Schreiner College
Kerrville, TX 78028

Southern Bible College
P.O.B. 9636
Houston, TX 77015

South Plains College
Levelland, TX 79336

Southwestern Christian College
Terrell, TX 75160

Southwestern Jr. College of the
Assemblies of God
Waxahachie, TX 75165

Tarrant County Jr. College Dist.:

Northeast Campus
828 Harwood Rd.
Hurst, TX 76053

South Campus
5301 Campus Drive
Fort Worth, TX 76119

Temple Junior College
2600 South First
Temple, TX 76501

Texarkana Community College
2500 N. Robison Rd.
Texarkana, TX 75501

Texas Southmost College
83 Fort Brown
Brownsville, TX 78520

Tyler Jr. College
P.O.B. 3116, Tyler, TX 75701

Texas State Technical Institute:

Mid Continent Campus
Amarillo, TX 79105

Rio Grande Campus
Harlingen, TX 78550

Rolling Plains Campus
Sweetwater, TX 79556

Vernon Regional Jr. College
4400 College Dr.
Vernon, TX 76384

Victoria College
2200 E. Red River
Victoria, TX 77901

Weatherford College
308 E. Park Av.
Weatherford, TX 76086

Western Texas College
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Snyder, TX 79549

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Navarro Junior College
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City of Beverly Hills
POB Box 1832, Waco, TX 76703

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Waco Tribune Herald
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Heart of Texas Council of Govts.
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Dr. L. C. Woods
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Mason Yarbrough
Urban Planner
POB 1370
Waco, TX 76703

Baylor University:

Dr. Miller
Dr. Bert Parsons
Texas Collection

McLennan Community College:

Dr. Wilbur A. Ball, President
Hoyt Burnette, Division Director
Dr. Merritt Felmly, Division Director
Mrs. Mary Ferguson, Director, Public Information
Willie Hobbs, Registrar
Clyde Koehne, Division Director
A. L. Pollard, Dean, Technical Education
W. Tom Ridlehuber, Director, ABE Coop
Dr. Ronald A. Smith, Dean of Instruction
William Strother, Asst. Dean, Continuing Ed.
Ken Willis, Dean Continuing Education
MCC Library

ATTACHMENT 7

TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
COLLEGE STATION, TEXAS 77843

Adult Education
~~216 HARRINGTON EDUCATION CENTER~~

August 4, 1975

Dr. Chester Hastings
Vice President, Program Development
McLennan Community College
Waco, Texas 76708

Dear Chester:

Enclosed are the fourth-quarter and the overall final evaluation of the Multi-County Assessment of Adult Needs Project. Instead of rewriting some of the information in the final report, we have referred the reader to those data contained in the quarterly reports. We hope this will suffice for those individuals for whom the final evaluation is intended. We assume that the same persons would be receiving both quarterly and final reports.

It has been a pleasure to work with you and your staff. I hope that our efforts have contributed to this important project. We wish that the second phase could have been completed, but we are aware that the change in funding procedures by U.S.O.E. did disrupt some of the plans of many federally-funded projects.

Again, we appreciated the opportunity to participate in this project.

Sincerely,

Don F. Seaman

Don F. Seaman
Associate Professor
Adult and Extension Education

DFS/cg

Enclosures

EVALUATION OF MAP PROJECT

Fourth Quarter Report

Activities of the project staff for the fourth quarter revolved mainly around final analysis of data and preparation of reports. Since such activities are more easily categorized in terms of objectives, this report will deal with them in terms of stated objectives for the fourth quarter of the project.

A. Complete data analysis.

Preliminary analysis of the needs assessment survey data had been completed during the third quarter. Results of the survey of business and industry were compiled during this quarter.

The Business & Industry Survey had two major purposes: (1) To analyse the employee-skill needs of the businesses, industries, and agencies in the local area; and (2) to disseminate this information to local educators. "Local educators" here were viewed as including manpower planners and school counselors. The survey form was developed using recognized good procedures such as consultation with experts in the field and a pre-test of the instrument. Again, using standard procedures, 142 businesses and agencies were selected to be interviewed and 127 of these were willing and did participate in the survey. Interviewers used in the needs assessment were again used in this survey. Additional training was supplied for these interviewers.

COMMENT. The Business and Industry Survey seems to have been organized and conducted according to good recognized procedures for such

activities. The information gathered was in agreement with the objectives of the survey. The reluctance of some businesses to cooperate in the survey is regretable but not unexpected.

A special word of commendation should be accorded to the efforts made in the organization of the report of findings of the Business and Industry Survey. The openended approach used in the instrument made such reporting difficult. However, it is the opinion of the evaluators that the combination of an overall summary with charts and five appendicies provided excellent assess to the data.

B. Publish and distribute catalog of extant adult education services in this four county area.

The decision was reached by the project staff not to complete work on this objective. (See letter of Dr. Chester Hastings to Mr. Gene Sullivan, 5/28/75.) Much material was gathered describing programs conducted through the more formal educational agencies such as Baylor College, Texas State Technical Institute, Paul Quinn College, and McLennan Community College. Other programs were identified which were sponsored by proprietary schools and private agencies. However, difficulty was encountered in specifically identifying many of the other programs supposedly designed specifically to meet the needs of adults. This included many of the federally funded projects for undereducated adults. Consequently, it was determined that since not enough of the programs designed for adults would be specifically identified in the inventory and that the program information that was identified would almost immediately be out of date, no such inventory would be published.

COMMENT: Program flexibility has definitely been a characteristic of adult educational enterprises. In the opinion of many, this is as it should be for Adult Education programs have proved most successful when designed to meet the immediate needs of adults. Maintaining a program after the need for it has passed is as wastful as the failure to design a new program as soon as a new need has been identified. However, it is this very characteristic of adult programing that has aroused demands for better systems of cataloging the educational resources of the area. The better the Adult Programs in the area, the quicker some static catalogue (such as a brouchure) will be out-of-date.

Therefore it is the suggestion of the evaluators that the material gathered on Adult Education Programs in the four county area be kept with the other resource material gathered by the MAP project and be made available to individuals or agencies who may attempt to devise a more flexible method of cataloging educational resources for adults in the area.

C. Compile and publish need analysis.

Five hundred copies of the need analysis are being published as part of the final report.

D. Formalize a broad-based "model" community adult education services unit for the four-county area with broad-based funding from state and federal sources.

The development of a model cooperative for adult education was not attempted during this quarter. It was determined that such a project would take additional time and funding. However, the idea was not completely abandoned but rather turned over to the Director of the four

county Adult Basic Education Cooperative. Some funds are being supplied to several school districts in the area for the purpose of planning Community Education programs which hopefully will lead to a greater cooperative effort in meeting the total educational needs of the community.

COMMENT: At the present time responsibility for meeting the educational needs of adults is scattered through several agencies and organizations. Adult Basic Education programming is coordinated through the Division of Adult and Continuing Education, Texas Education Agency. This program is implemented through fifty some "cooperatives" which cover the entire state of Texas. However, in each Cooperative there are numerous other agencies which have some responsibility or capacity for meeting the educational needs of adults of the area. There are local school districts and community collegs, CETA and WIN programs, Community Education and private agencies, to name but a few. As the interest in adult education and the funding potential of these agencies grow, the tendency to competition and duplication of programming also increases. It is becoming increasingly evident that one or more models for cooperation among such agencies is desperately needed in Texas.

E. Identify and implement new delivery systems and programs in response to the felt and perceived needs identified in the project.

During the course of the MAP Project year and especially through the two surveys much information was derived relating to the identification of new delivery systems. However, this information was not analysed and concretized into definite recommendations for delivery of educational services to the adults of the area. New delivery systems or programs were not implemented.

F. Continued involvement of consultants and evaluators.

According to the project staff there was no involvement of the consultant firm during this quarter. The evaluators were involved during this period, but to a degree limited by scheduling conflicts and project needs.

G. Share project results with community agencies, Adult Education Cooperative directors in Texas, Texas Education Agency, and the U.S. Office of Education through conferences and publications.

On May 29, 1975, a conference was held at McLennan Community College for the purpose of disseminating project findings to community agencies. (Included as an appendix to this report are the agenda for the meeting and a list of preregistrants.) Reported attendance was given as approximately 45 people. Participants were given a background to the study and MAP Project staff made presentations on both the Assessment of Adult Needs and the Assessment of Business/Industry Needs. The conference began at 9:00 A.M. and concluded with a noon luncheon.

One of the unplanned results of the conference was a series of articles on the findings of the project by a staff writer of the Waco Tribune-Herald. These articles were based on information selected by the writer himself and appeared in the Waco paper on June 12 and 13, 1975. (See appendix for news articles.)

A further sharing of project results will be accomplished through the dissemination of two final reports. A 200 page Phase I, or Needs Assessment, will describe the findings of the needs interviews. A shorter report on the Business and Industry Survey will comprise the Phase II study. Five hundred copies of these two reports will be printed and distributed to federal and state offices, to local educators and officials,

To ABE Co-op directors in Texas, and to other interested individuals and organizations.

One additional means of dissemination has been discussed. According to Dr. Chester Hastings, "A summary of the findings in popular or brochure form is being formulated; and 2,500 copies will be produced."

COMMENT: Dissemination of project findings has been a recognized weakness in many of the Special Demonstration Projects in Adult Education. This seems to have been particularly true of short term projects, especially when project staffs move on to other locations or other jobs soon after the completion of the project. It seems to have been somewhat true of the Multi-County Assessment of Adult Needs Project.

The MAP Project produced two types of information useful to Adult Educators. First, there are the findings of surveys and the other information gathered throughout the project year. While this has special application to the Waco area, much of it indicates trends that could be of use in other areas. The second area of information relates to processes such as the organization and conduction of needs assessment interviews, innovative delivery systems of adult education, and models for cooperation. These processes in particular would seem to be of interest and use to adult educators everywhere.

Therefore, it is the recommendation of the evaluation team that all those involved in the MAP Project make continuing efforts to disseminate information and insights acquired during the project on a continuing basis. This recommendation is directed not only to the staff of McLennan Community College but also to the Adult Education officers on the state and federal levels, to all consultants involved in the project, and to the evaluators themselves. It is further recommended that this information sharing not be

restricted solely to the publication of documents or making available of information to those who seek it out but that it be an active dispersal to all who might benefit from it. Finally, it is recommended that such dissemination attend both to the information collected and insights acquired into appropriate adult education processes through the total MAP Project activities.

Attachment 7

MULTI-COUNTY ASSESSMENT PROJECT
McLennan Community College
Student Center Building

AGENDA

9:00 a.m. Main Dining Room

Welcome	Dr. Wilbur A. Ball, President
Background of Study	Dr. Chester P. Hastings, Vice-Pres., Program Development
	Mr. L G Ferguson, MAP Director
	Ms. Nancy Neill, Asst. MAP Director

9:45 a.m.-10:45 a.m. Third Floor

CONCURRENT MEETINGS:

Group A - Assessment of Adult Needs	Highlander Room (Mr. Ferguson)
Group B - Assessment of Business/ Industry Needs	Tartan Room (Ms. Neill)

10:45 a.m.-11:00 a.m. COFFEE BREAK

11:00 a.m.-12 noon

CONCURRENT MEETINGS:

Group B - Assessment of Adult Needs	Highlander Room (Mr. Ferguson)
Group A - Assessment of Business/ Industry Needs	Tartan Room (Ms. Neill)

12 noon Main Dining Room

Lunch to be served courtesy of McLennan Community College
(no luncheon program is planned)

End of Conference

Mr. Ferguson and Ms. Neill will be available in the Highlander Room from 1:30 p.m. on to answer any questions that you may have.

Attachment 7

MULTI-COUNTY ASSESSMENT PROJECT CONFERENCE

McLennan Community College
May 29, 1975

List of Pre-Registrants

B. J. Adams
Falls County Superintendent
Drawer 538
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Barbara Allen
Community School Coordinator/Director
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CETA
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MCC

David Fiddler
Concerted Service Coordinator
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Sr. Lunch & Activities Program
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Waco, TX 76710

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Waco, TX 76701

Willie Hobbs, Asst. Dean of
Student Services/Registrar
MCC

Leotia Howard, Coordinator
Support Services (TDC)
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Waco, TX 76705

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Program Operations Mgr.
EOAC
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Waco, TX 76701

Jim Kemp
H. S. Principal
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Mart, TX

Sharon Kenan
Assoc. Director for Extension Service
Waco-McLennan County Library
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Waco, TX 76701

Charles F. Koehler
Placement Supervisor
TEC
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Waco, TX 76701

Richard Liardon
Elementary Principal
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Clifton, TX 76634

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Asst. to the President
Hill Junior College
Hillsboro, TX

Paul Marable, Jr.
Executive Vice-President
Waco Chamber of Commerce
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Waco, TX 76703

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AL Pollard
Dean, Technical Education
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Mary Ryals, Coordinator
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Dean of Instruction
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Pat Saffle, Secretary
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Leanne Jones, Secretary
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CATHERINE TERRELL
Director, Area Agency on Aging

DON COFFIN, MANAGER
Special Services
T.S.T.I.

Attachment 9

Page 8D—Waco Tribune-Herald—Waco, Texas, Thursday, June 12, 1975

Project Shows Adults Apathetic About Opportunities for Education

By DAVID WEAVER
Staff Writer

Findings of the Multi-County Assessment Project (MAP) study sponsored by the McLennan Community College Adult Education Cooperative are scheduled to be published in July.

A series of meetings was held recently to provide members of the cooperative with an overview of the results of the study, which was made to determine the needs and desires of area adults and employers.

The 12-month study, costing nearly $60,000 in U. S. Office of Education funds, began last July 1. The study was prompted by census data that revealed more than 66 per cent of the adult population in Bosque, Falls, Hill and McLennan counties do not have the equivalent of a high school education.

An opinion poll was conducted on 750 adults in the area. And Project Director L. G. Ferguson claims the findings of the opinion poll are at least 96 per cent accurate.

Ferguson said the interviews of area adults from all walks of life comprised the first phase of the project. The second phase, he said, was the sampling of area employers, and the third and final phase involves publishing an inventory of adult education services in the community together with the findings of the first two phases of the project.

All the interviews were conducted by local residents 55 years old and older. Ferguson said the interviewers were recruited and trained during the first quarter of the project.

But the information gathered by the interviewers brought both shock and dismay to the organizers of the project.

The interviewers reported that one of the main reasons more adults don't participate in adult education programs is due to poor distribution of information.

As a matter of fact, the study shows, about 75 per cent of the adults interviewed said they think there is a charge for adult basic education courses. While some institutions may charge a building-use fee, and although some vocational education courses for adults require tuition, adult basic education courses are provided for the public without charge.

Officials were shocked at that information, but they were dismayed when they learned that almost 50 per cent of those interviewed said the adult education programs in this area do not provide benefits for them.

Lack of transportation, qualified teachers and class hours were cited by the adults as reasons they do not participate.

An alarming 20 per cent of the adults said they wouldn't participate in adult education programs even if the programs were made convenient.

And more than 60 per cent said they would not enroll in adult education courses even if their employers "strongly suggested" they do so.

Ferguson said there are about 60,000 adults in the four-county area who aren't being reached by the current array of adult education programs. But before those people can be served by the adult education projects in the area, they must be made aware of the opportunities that exist, Ferguson said.

The study showed that 36 per cent of the adults asked said they get most of their information from the newspaper. Thirty-three per cent said most of their information comes from television, and 10 per cent cited radio as their major source for information. Word-of-mouth advertisement accounted for 16 per cent of the adults interviewed.

But even if the adult education officials here can get their message to the adults needing services, the question of whether those adults would take advantage of the offerings still persists.

Attachment 9

Waco Tribune-Herald

Waco, Texas, Friday, June 13, 1975 —Page 1D

Survey Solves Mystery Of Disinterest in Classes

By DAVID WEAVER
Staff Writer

Officials were bewildered as to why most area adults are not interested in obtaining more training through local adult education programs.

But much of the mystery was solved when the results of the second phase of the Multi-County Assessment Project were released. The project, in its last month of operation, is being sponsored by the McLennan Community College Adult Education Cooperative.

About $60,000 was made available for the study by the U. S. Office of Education. The first phase of the study involved interviews with 750 area adults designed to determine what those adults feel their educational needs are and what can be done to improve the adult education offerings in Hill, McLennan, Falls and Bosque counties.

Interviewers questioned 127 employers in the four-county area. Most of the interviews were conducted with employers involved in manufacturing or retail and wholesale trade.

Purpose of the interviews was to find out what local business and industry leaders feel about adult education and vocational training, Asst. Project Director Nancy Neill said.

And, like the first phase of the study, officials got some answers that were surprising and uncomfortable.

About 88 per cent of the employers interviewed said the minimum educational requirement for being employed is less than a high school diploma.

So the obvious question of why get a diploma if you don't need one is asked. Officials who attended the briefings held recently to acquaint them with the findings of the study guessed that one of the reasons adults don't seek more education is that employers don't require it.

A shocking 83 per cent of the employers said they don't require new employes to have experience.

College placement office officials shuddered when they learned that most employers get their employes from walk-ins, employment agencies and advertisements. Only about 5 per cent of the employers asked said they get most of their employes from college or junior college placement offices.

Another discouraging factor is that nearly half of the employers interviewed said they start new employes at the minimum wage. And many said it would not enhance an employe's chances for advancement if that employe obtained more training.

Sixty-five of the 127 employers claimed they don't have trouble finding "qualified" employes, as well they shouldn't if a qualified employe doesn't need a high school education.

But 37 per cent of the employers said they would encourage their employes to attend adult education courses, and that same 37 per cent said they would help the employe pay tuition for those courses.

A glaring result of the study revealed that only 6 per cent of the employers questioned even mentioned college courses. Those who said they would encourage more training indicated that technical and mechanical instruction would most benefit their companies.

Many employers attacked public high schools because of an apparent lack of instruction in vocational skills. But, as the questioning continued, employers indicated that possessing the proper skills to do a job ranks sixth in order of importance. Such th ngs as honesty and dependability were considered more important characteristics of prospective employes by the employers.

And it doesn't look like conditions are going to change. Eighteen per cent of the employers interviewed said they plan to hire at least half of their future employes without requiring a high school education.

The results of the second phase of the MAP study could frighten a person scanning the surface. But employers and experienced educators said there is a reason why some companies have low educational requirements for employment.

In some businesses, especially in the manufacturing field, certain tasks are repetitious and boring. And an employe with a higher level of training or education would not be satisfied in such a position. So the lesser qualified individual is sought.

Yet considering the unemployment figures and the responses of the employers, it seems that there is an abundance of underskilled and undereducated employes in the area.

FINAL (OVERALL) EVALUATION REPORT

MULTI-COUNTY ASSESSMENT OF ADULT NEEDS

(MAP) PROJECT

Introduction

The overall evaluation report has been divided into two parts:

A. Summary of quarterly reports;

B. Evaluation of accomplishments toward original project objectives:

A. Summary of Quarterly Reports

For a detailed analysis of the previously submitted quarterly reports, the reader is advised to read each individual report submitted by the evaluation staff. The following evaluation is made of the more important aspects of the first, second, and third quarterly reports. The fourth quarter report has been submitted at the same time as the final report.

1. Project Staff

In general, the staff was very competent and dedicated to the project purposes and activities. In the beginning, there seemed to be some confusion in regard to role diffeientiation as would be expected with new staff members on a new project, but this uncertainty soon disipated. Being well acquainted with the geographic area in and around Waco was a definite strength of the project staff.

2. Consultant Agency (Community Assessment Center)

One of the difficulties of the project was the coordination of activities between the Consultants and the project staff. This is not

to be unexpected when the geographic distance between the two parties is great (about 1,500 miles) and most coordination is accomplished by mail. The areas of the project in which there could have been improvement were:

a. The sample size - the consultants and the project staff had differing viewpoints pertaining to the size of sample needed. After initial agreement was reached, the consultants changed their minds, creating some confusion.

b. Initiating and finalizing the questionnaire could have been improved had the consultants spent more time with the project staff, particularly in the early stages. As mentioned in the first quarter evaluation report, more assistance could have been utilized by the consultants at the time the objectives for the data survey were being developed.

c. Deadlines for various activities were not met by the consultants as perceived by project staff. This could have been due to some confusion over deadline dates occasionally, but not in all cases. Delays in getting data analyses from the consultants were particularly frustrating to project staff members.

3. Data Collection

In a project of this type, data collection procedures are cruical. In this case, they were one of the strengths of the project. For example:

a. Selection of survey team members was well done. Utilization of older persons was well documented as indicated in the second quarter evaluation report.

b. Training and debriefing the interview team were perhaps the times when the greatest amount of learning occurred in the project. The information obtained should be of much value to other individuals who engage in community survey efforts.

c. Data were collected in the time estimated. This was a very positive reflection of the training and dedication received by the survey team members from the project staff.

4. Validity of the Data

As indicated in the third quarter evaluation report, most of the survey objectives were achieved. Of eight objectives, five were fully reached and two were partially achieved. Because of the immensity of the task of data collection, this achievement positively reflects the results of the efforts of those directly involved in this important task.

B. Evaluation of Accomplishments Toward Original Project Objectives

Objective No. 1. - To assess the felt and perceived (educational) needs and interests of the adult population and the obstacles that they perceive in meeting their needs and interests.

In the view of the evaluators, this objective was well achieved. The reader is referred to the previous section of this report as well as to the second and third quarter evaluation reports. In essence:

a. Sound objectives were formulated;

b. A "good" instrument was developed, field tested, and revised;

c. A random sample of the population was drawn (although a larger sample should have been drawn);

d. Data were collected by well-trained interview teams;

e. Data were analyzed and conclusions were drawn.

Objective No. 2 - To analyze the needs of business, industry, and other agencies.

This objective was achieved to the extent that cooperation was given by business and industry in the target area. Again, the same procedures were followed which are presented above under objective No. 1. Findings were presented to interested representatives during a meeting and through the media.

Objective No. 3 - To publish an in-depth inventory of the extent of adult educational programs in the four-county area.

This objective was not accomplished. The project staff decided not to publish the inventory because:

a. The multitude of data would make the publication voluminous, expensive, and probably not usable by many agencies;

b. The publication would most likely be out-of-date in a short time;

c. The data revealed mostly formal types of adult education programs (schools, colleges, etc.), and very few informal programs.

The evaluation team members felt that a voluminous publication would, indeed, be little used by the intended audience. It could have been of some value in analyzing which of organizations sponsored various kinds of programs had there been a variety. However, formal insitutions can be readily identified and contacted about their programs without the need of another publication.

An inventory would not reflect programs which were not functioning at the time of its publication. Since adult education can grow at a spurious rate, the project staff seems justified in this decision.

Objective No. 4 - To build a model adult education cooperative based upon the body of information in objectives 1-3 with the capability of designing educational and career development programs and new delivery systems to meet the assessed needs of adults with a minimum of duplication, with planned replication and with a minimum of needs going unmet.

This objective was not met. Apparantly, funding for a second year, necessary to meet this objective, was not sought by McClennan Community College. As perceived by the evaluation team, this was not the best decision. The basis for this evaluative judgment is as follows:

a. This was the most important objective of the project. With the adult education program in Texas functioning in approximately 50 cooperatives (CO-OPS), a model for others to emulate, at least to the extent possible, would be of utmost importance. In conversations with CO-OP directors in the state, the evaluation team members perceived that many directors were interested in seeing the model implemented. They wanted to see the data utilized in practical activities and situations.

b. Developing a model cooperative was to be the practical application of the cumulative efforts of objectives No. 1 and No. 2. Collecting and analyzing the data to identify expressed needs was the first step in a two-step project. The second step was developing programs to meet those needs in the four-county (CO-OP) area.

c. Concern for project leadership, although important, should not have been one of the deciding factors. For example:

1. New staff members could have acquired sufficient competency to carry on with the project in a short time;
2. Consultive help may have been obtained from the previous staff members, particularly if they had remained in the immediate geographic area;
3. Additional consultive help could posibly have been obtained from staff of the Texas Education Agency, several CO-OP directors, and other interested parties.

In essence, although problems would have occurred in developing a model cooperative during a second project year, the attempt should have been made.

IMPLICATIONS (CONCLUSIONS)

Although, as indicated, the final project objective was not reached, the project evaluation team members feel positive about the accomplishments of the project. Some of these accomplishments, more specifically, were:

1. Utilizing older adults as survey team members. This approach not only demonstrated a great potential use of senior citizens, but through this effort, it was also determined that those older adults are often willing to work as volunteers, receiving only expenses for their work. This aspect of the project has implications for all educators who are engaged in survey efforts which involve individuals for oral interviews.

2. Demonstrating the use of a new approach to sampling. Although some problems were identified in working with the Community Assessment Center (CAC), the CAC staff did introduce a somewhat new technique in obtaining a representative sample of a population. This should at least be considered by survey project staffs when deciding how to obtain their own sample data.

3. Obtaining input from potential data users before developing the questionnaire. Although not innovative, this activity did provide some validity for the content of the questionnaire. It also demonstrated one technique of how to determine the interests and needs of a clientele to be served by input from a questionnaire.

4. Determining the questionable validity of commonly-held assumptions. This refers to the data obtained in the industrial survey. One of the assumptions which was held by many educators was that business/industry, in

most cases, required a high school education, or its equivalency (G.E.D.), as a criterion for employment. This assumption was not supported by the survey data. The data should cause educators to reconsider and examine other related assumptions which are presently held in regard to these kinds of educational concerns.

ATTACHMENT 8

Adult Education Need Discussed

People most in need of assistance programs are the least aware of them, Dr. Chester Hastings told Economic Opportunities Advancement Corporation board Monday night.

Hastings, vice president for McLennan Community College in charge of program development, told the board about a study covering a needs assessment of adult education in a four-county area.

The second thing Hastings concluded about the study was that business and industry in this area have a minimum standard of less than a high school diploma and don't plan to change their expectations, he said.

"I thought we'd gotten to the point that everyone needed a high school education," he said.

The study of 743 adults in Hill, McLennan, Falls and Bosque counties revealed information and attitudes. About three-quarters knew of adult education programs. A sizeable majority of the respondents didn't know about the costs of various programs and 75 per cent thought there is a charge for Adult Basic Education courses, Hastings said.

Respondents said that while best opportunities exist for college, occupational and job training programs are "least available and should be expanded," he said.

More than a third of the respondents got their information from local newspapers. Another third relied on television news.

The biggest factor affecting enrollment for courses is the time of day courses are offered. Cost ranked No. 2.

On the industry side, the study found that 11 per cent of the employers have a high school diploma or equivalent as an educational requisite. Seventy per cent of the employers said they'd continue to hire applicants lacking high school diplomas.

Ranking the preferrable attributes of employes, employers indicated that "moral attributes are much more important than what he (a potential employe) knew as far as skills are concerned," Hastings said.

EOAC should get $20,000 for Project Concern in about two weeks, said Thurman Dorsey, EOAC executive director. Project Concern will be a program to work with returnees from correctional institutions, job corps and military service.

Head Start has $25,000 coming in a grant to extend services to handicapped children in outlying counties.

Human Services Delivery System will get another $21,105 within 30 days, Dorsey said. HSDS funds of $48,530 came in January for a retroactive two-year period. Station wagons were purchased with the money to get people to services in a six-county area.

EOAC board approved changes in the personnel handbook preventing employes of EOAC from conducting political partisan activities on EOAC time or from being a political partisan candidate.

The board approved increased health insurance benefits for EOAC staff and a pay raise for the executive director. New federal salary scales were adopted making the range from $4,784 to $17,976.